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The library-study hall combination.

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SURVEY OF THE
LIBRARY-STUDY HALL

THE LIBRARY-STUDY HALL COMBINATION

by
Robert J. Curran

A problem presented in partial fulfillment of
the requirements for the Master of
Science Degree
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CHAPTER I

THE PROBLEM

For many years a difference of opinion has existed regarding the relative effectiveness of the use of the library as a study hall. Those in favor of the combination believe that all pupils through regular attendance, gain in intellectual interests. The opponents of the combined library and study hall claim that the combination formalizes the library and causes discipline problems through required attendance. The majority of the arguments offered by the proponents of the combination have been based upon the presentation of a single viewpoint, either affirmative or negative, and in no instance has evidence been presented to support the contentions of either side.

Statement of the problem -- It is the purpose of this study (1) to indicate, through a comparative method of research, what factors are, or are not, common to the use of the library as a study hall in the public high schools of Massachusetts, and (2) to present evidence that supports the contentions, relative to the use of the library-study hall combination, of the principals of the high schools that use the library as a study hall: (a) because they believe that having the pupils scheduled for study in the

library encourages them to use the library materials, and;
(b) because of over-crowded conditions, or a desire for economy.

Justification of the problem -- The current picture of the library-study hall is complicated by a lack of up-to-date information. Most of the larger public school city systems have discussed the idea and let the matter drop as being quite unnecessary to make changes in anything established. Many of the newer high schools have been forced to operate library-study halls because of over-crowded conditions, or a desire for economy. After almost forty-five years of trial and error, the combination is still the subject of debate. Whether it is an asset or conflict in the secondary schools has not been completely settled, but a glance at the current picture shows at least that it can be an asset under certain conditions.¹

The results of this report should be useful to high school principals in their planning and evaluation of the library-study hall combination, and should suggest ways to make library services more effective to the student body.

¹Wheeler, Helen, "Characteristics of the Successful Library-Study Hall," Peabody Journal of Education, XXXII (November, 1954), 154.

Englehardt indicated that the American Library Association is aware of the importance of research in library service when he stated:

It is hoped that boards of education and superintendents of schools will . . . recognize the importance of moving steadily forward so that the library may truly become a community center of the world's best thinking to which citizens and children may have access. It is also important that libraries never be considered static and that frequent surveys be made to discover new needs and new aspects of modernization.²

Delimitation of the problem -- This study included only high schools that used the library as a study hall. The study did not include private or parochial high schools or academies; nor did the study take into consideration the public high schools that had their library facilities in the town or city public library.

The scope of the study did not include evaluation of the library facilities for use other than study halls.

The study was further limited to the public high schools of Massachusetts, but all the public high schools of the State meeting the above requirements, regardless of enrollment, were included in the study.

²Engelhardt, N. L., "School Libraries For Today And Tomorrow, Functions and Standards," American Library Association, Chicago, Illinois, 1945, pp. 2-3.

Definition of term used:

Library-study hall -- The term library-study hall is used to designate a room whose primary purpose is to carry on the functions connected with the organization and administration of the school library, but to which either all or part of the pupils who have free periods are scheduled for undivided study of assigned lessons. Supervision of the study hall may be delegated to the librarian in addition to her library duties or may be in charge of a teacher assigned to the library for this purpose The library-study hall is usually referred to as the school library in schools which use this type of organization.³

The following list of terms is taken from the Dictionary of Education:⁴

School Librarian -- A person, usually one trained in library science, who has charge of the school's library.

Teacher Librarian -- A teacher who, in addition to regular instructional duties, has charge of the school library.

Student Library Assistants -- A student employed part time in the library of a school to perform nontechnical or nonprofessional duties under the supervision of the professional staff.

³Wheeler, op. cit., p. 151.

⁴Good, Carter V., Editor, Dictionary of Education, New York: McGraw-Hill Book Company, Inc., 1945, p. 495.

PROCEDURES

General procedure -- The investigator compared the data obtained from the returned questionnaires of the public high schools of Massachusetts that use the library as a study hall. The comparison was two-fold: (1) The items pertaining to the physical aspects of the library-study hall were compared to see what factors were, or were not common to the specified uses of the combination, and; (2) the views expressed by the principals of the schools that use the library as a study hall because having the pupils scheduled for study in the library encourages them to use the library materials were compared to the opinions of the principals of the high schools that use the library as a study hall because of over-crowded conditions, or a desire for economy.

This method of approach seems more feasible because it is not possible to conclude that a general formula for the successful library-study hall can be adequately established at this time. It is known that certain characteristics do appear and that each individual item should be analyzed and considered carefully from all points of view.

Summary of procedures used in the study -- In conducting this study of the use of the library as a study

hall in the public high schools of Massachusetts, the procedures listed below were followed:

1. Literature in the field of the library-study hall combination was reviewed to obtain a background for the study.

2. The principals of the public high schools of Massachusetts were contacted to find out what schools use the library as a study hall.

3. A check list was constructed to obtain the necessary data from the public high schools that participated in the survey.

4. A letter of transmittal, explaining the objectives and value of the study was prepared.

5. The check list and letter of transmittal were sent to the schools to be included in the study.

6. A follow-up postal card was sent three weeks later to the schools failing to return the questionnaires.

7. The data from the check lists was tabulated and analyzed in an attempt to discover what factors were, or were not, common to the specified uses of the library-study combination and to see what evidence there was to support the contentions of the principals of the high schools that participated in this study.

8. A summary and conclusions were made, based on the data obtained from the questionnaires.

EXPLANATION OF PROCEDURES

Review of related literature -- Before making this study, a review of literature pertaining to the library-study hall combination was made to learn the current trends in the use of this plan, with special consideration being given to the conflicting philosophies. Other research studies were examined to discover what findings had already been made. Books, bulletins, and magazines about the library-study hall combination were reviewed.

Construction of the check list -- A check list was constructed to evaluate the following areas: Library personnel and their qualifications; library facilities; physical aspects of the library, including size of study hall, number of periods a week that it is used as a study hall, and how long it has been used as a study hall; and the basic philosophy of those who favor and those who are opposed to using the library as a study hall. The questions on the check list were arranged for easy and objective tabulation of the data. Space was provided for the persons answering the questionnaire to include responses that were not contained in the list. A copy of the questionnaire will be included in Appendix C of this study.

Revision of the check list -- The check list was presented by the writer to the Head of the Department of Education, University of Massachusetts, to determine its feasibility. The questionnaire was then referred to the adviser who made the necessary criticisms and suggestions. The final form of the check list incorporated the suggestions of the adviser.

The letter of transmittal -- The letter of transmittal was written to accompany the check list and included the purpose and importance of the study. The letter was submitted to the adviser for approval.

Selection of high schools -- The Education Directory of the Department of Education for the year 1955 was examined to obtain the names of the high schools and high school principals in the Commonwealth of Massachusetts. Two hundred fifty-five high schools were contacted to see if they use the library-study hall combination.

Tabulation of the data -- The number and per cent of schools responding to the questionnaire were determined. The number of answers made to each question was tabulated according to the type of response made by each school. In many questions it was possible for the schools to make responses not included in the check list.

Analysis of the data -- From the frequency tabulation tables were constructed. The results of the tables indicate what factors are, or are not, common to the use of the library as a study hall in the public high schools of Massachusetts. They also present evidence that supports the contentions of the principals of the Plan A and B schools. The analysis of the data was based upon the number and percent of the various responses as well as the total number of schools responding to each item on the questionnaire.

Summary and conclusions -- The findings of the study were summarized, and conclusions based on the findings of the survey were made.

CHAPTER II

REVIEW OF THE LITERATURE

Research studies and literature related to the use of the library as a study hall were investigated to obtain a knowledge of the current beliefs and practices of this combination in the secondary schools.

A review of related research shows that very few previous studies have been made on the use of the library as a study hall. This chapter is devoted to the uses of the school library for a study hall and to the views expressed by the two professions, library and teaching, involved in the merger of the library and study hall.

Background literature on the library-study hall combination -- The traditional study hall was an educational eyesore, and one that prevailed in the great majority of schools. Secondary-school administrators had tried to improve it without success. In 1919 a few progressive educators looked about for some remedy. At about that time the supervised-study movement was attracting attention, as was the emerging school library, both concerned with study and reading practices. To give the study hall some of the desirable qualities of these two agencies would have the effect of giving the study hall meaning and efficiency.

Supervised study had no well defined administrative organization and therefore could not be called upon to take over the study hall. But the library was a definite school unit and could therefore serve as a partner in the combination.¹

It is generally agreed that the library-study hall of the University of Chicago Laboratory High School was the first of its kind in the United States. In 1919, Dr. Charles Judd, a professor at the University of Chicago, brought forward his conception of the school library in a speech delivered to the American Library Association:²

First let me say that we are coming to see the study period in the school is more and more the place where the kind of work that you do in the libraries can very properly be introduced and enlarged the period when students are supposed to study has heretofore been a period when they have been separated from everything except a single textbook or possibly the small supply of books they could have on their desks.

Although violently opposed by the Association, Dr. Judd went ahead with his plans for a library-study hall in the Laboratory High School at the University of Chicago.

¹Logasa, Hannah, The Study Hall in the Junior and Senior High Schools, Macmillan Company, New York, 1938, pp. 170-171.

²Wheeler, op. cit., p. 152.

In September 1919, it was started in a class room, with approximately one thousand volumes. The first librarian, although professionally trained, resigned in disappointment; she had not expected the extra work of supervising the students and taking attendance while at the same time having to build up and maintain the library itself. As a result, the library room had become disorderly, the students were not profiting from the presence of the librarian during their study, and the plan was initially a great disappointment.

From about 1930 onward, there appeared a number of periodical articles by librarians and administrators heartily condemning or defending the library-study hall movement. For the most part, these have been based upon individual experiences. Gradually, library-study halls have appeared throughout the country, but the separation of the two units is by far the most frequent occurrence. When Johnson made his survey of the secondary school libraries in 1932, he found that of the three hundred-ninety high schools selected for particular excellence and efficiency, one hundred-twelve, or 29%, used the library as a study hall in which at least part of the pupils spent their vacant periods. By 1946, when Lamb³ surveyed secondary-school library services in the

³Ibid., p. 153.

library-study hall and separate libraries, of the ninety-nine schools included in the study, thirty-one, or 31%, were found to combine the library and the study hall with the small schools, schools with an enrollment of five hundred to one thousand, having libraries almost equally divided between the separate and combined types of organization.

Purposes of the school library -- The differences of opinions expressed by the opponents and proponents of the combination seems to hinge upon an interpretation of the purposes of the school library. Miss Colburn⁴ offered the following in briefly outlining the purposes of the library:

- A. To supplement the work of the classroom, and give training in the extensive type of reading.
- B. To provide contact with many good books and thus develop intellectual interests and high ideals and desirable reading habits and attitudes.
- C. To give children an opportunity to pursue their interests through unassigned reading.
- D. To enrich the lives of children through broad experience made possible through wide reading.

⁴Colburn, Evangeline, A Library for the Intermediate Grades. Chicago: University of Chicago, 1950, p. 4.

- E. To discover, by careful observation and by frequent testing, the individual progress and capacities of children and to provide necessary remedial instruction.
- F. To observe the character of the free reading done with the view of discovering (a) individual interests and tastes, (b) the extent to which instruction in content studies develop interests which influence voluntary reading, and (c) common reading interests of children at this level.

Corcoran⁵ in his survey of the business education phase of the public high school libraries of Massachusetts stated: "Although much is to be desired in the way of library facilities in Massachusetts high schools, 'Library efficiency is measured in terms of use by pupils and teachers.'"

Conflicts in opinions relative to the use of the library as a study hall -- The divergence of opinions in the use of the library as a study hall, according to Currin,⁶ hinges upon a point of interpretation, or a matter of philosophy. In the main, librarians have opposed the plan, while educators have tended to favor it.

⁵Corcoran, J. J., "Survey of the Business Education Phase of the Public High School Libraries of Massachusetts" (Unpublished Master's thesis, Boston University, 1951) p. 9.

⁶Currin, Althea M., School Library Management, New York, H. W. Wilson Company, 1939. pp. 31-32.

How successful is the combined library-study hall?

Two views are available in answer to the question. Each throws light on an aspect of the problem. It is certain that conditions within the school and the arrangements made by the principal for the room will exert a decided effect upon how it functions in each individual situation.

Literature favoring the use of the library-study hall -- In defending the use of the combined library and study hall in the public high schools, Goldsmith⁷ presented the following points:

1. If the purposes of the library are to enrich teaching, provide reading for personal pleasure, and instruct in the use of library tools, the child must be in daily contact with library materials in order to accomplish them.
2. A recent study found that of the children in surveyed schools having the combined unit, 85.7% made use of library materials for the period measured, while only 41.1% did so in the schools with separate libraries.
3. Constructive result include a library atmosphere, stimulated use of materials because of its availability, complete compatibility of textbook study with pleasure reading, the elimination of loafing, and an increase in the time

⁷Goldsmith, Edward, "Shall Library and Study Hall Be Combined?" School Executive, 59:30-2 (August, 1950), p. 50.

devoted to individual pupils since a good quality of library service was rendered all day.

4. Already librarians are becoming more tolerant and are admitting that a combination room is good for schools. In general, a study hall-library can function in its double capacity if the principal creates favorable conditions and the librarian is able to handle properly the atmosphere and behavior problems.
5. The increased use of the library by those who would otherwise never get within its doors more than compensates for this trouble.

According to Logasa,⁸ educators who made plans for combining the library and study hall had in mind definite benefits for the pupils. They recognized that the library atmosphere would be a great improvement over the study hall environment. They believed that the combination offered the possibility of better study conditions, more avenues of pupil interest, and an opportunity of coming in contact with books for leisure reading.

One of the strongest arguments for combining the library with the study hall was given in the survey of secondary school libraries made by B. Lamar Johnson⁹ who

⁸Logasa, op. cit., The Study Hall, p. 179.

⁹Johnson, B. Lamar, "The Secondary School Library" National Survey of Secondary Education, Bulletin 17, U.S. Printing Office, 1932, p. 37.

concluded: "In schools having the library and study hall combined, 72.9 per cent of the pupils used the library materials as compared with 39.7 per cent in the schools the library of which is separate from the study hall." This statement tends to support the contention that the library-study hall combination encourages the use of library materials.

Literature opposing the use of the library-study hall -- "Many authorities," according to Gondeau,¹⁰ "hold to the view that a combination of study hall and library has proven disastrous to the library." Some of his remarks to this effect are that in a library-study hall combination:

1. The library becomes a glorified study hall
2. The librarian becomes a disciplinarian
3. The librarian becomes a keeper of books
4. The librarian becomes a study hall teacher
5. The library becomes thought of as a study hall by administrators
6. Seats are assigned to study hall and must be checked (This causes confusion)
7. Office and other calls are made in study hall (causes more confusion)

¹⁰Gondeau, John M. "Should We Have a Study Hall-School Library Combination?" Wilson Library Bulletin. Number 3 (November, 1954), p. 243.

8. Since study hall has a full house every period of the day, the librarian in such a situation has little time for her professional duties
9. The library ceases to function as an educational agency of the school

According to Currin¹¹ the librarian saw the study hall with its lack of social organization, its crowded conditions, and its tradition of monitorial supervision as all at variance with her interpretation of a socialized learning laboratory. The librarian further believed that the combination had the wrong atmosphere. It was a place where a pupil was sent and required to study, rather than a learning center to which he voluntarily came and in which he voluntarily worked.

Conclusion -- The review of related literature in this chapter indicated that the conflict between the two ideas on the library-study hall combination hinges upon a point of philosophy. It is also evident that too much time has been lost by both groups through a lack of trying to understand the others view. Until the ideal is attained more nearly there do remain problems that are always present and very real, though not beyond the possibility of ultimate

¹¹Currin, op. cit., p. 31.

solution.. It is safe to conclude that the success of the combination of library and study hall depends so largely on the individual situation that no blanket recommendations can be made.

Most of the items used in the check list of this study were taken from the works of the authors cited in this chapter.

CHAPTER III

ANALYSIS OF DATA

Analysis of data contained in the check list -- Of the 108 questionnaires sent to the public high schools in Massachusetts that use the library-study hall combination 88, or eighty-one per cent, were returned. The analysis of the items on the check lists is presented in this chapter.

Returns according to enrolment in the school -- Table I shows the distribution of the responses according to total school enrollment.

TABLE I

NUMBER OF RESPONDENTS RETURNING CHECK LISTS
CLASSIFIED BY TOTAL ENROLLMENT

High School Enrollment	Number of Schools	Per Cent of Schools
50 - 199	17	20
200 - 499	37	41
500 - 999	26	30
1,000 & over	8	9
TOTAL	88	100

The enrollment in the public high schools which replied to the questionnaire ranged from 60 to 2,500 students. Sixty-two per cent of the schools had enrollments of less than 499 students, and thirty per cent of the schools had enrollments between 500 and 999 students. Eight per cent had enrollments of more than 1,000 students. This table indicates that the smaller high schools, enrollments under 500, in Massachusetts are prevalent in the use of the library as a study hall.

From the 88 returned questionnaires, 80 of them were used in this research. The other eight check lists reported the use of the library as a study hall for some reason other than that which concerns this study.

In order to eliminate repetitive statements the uses of the library as a study hall will be referred to under two plans. Plan A will refer to schools using their libraries as study halls due to the fact that their principals believe that study in the library encourages use of library materials by the pupils. Plan B will refer to the schools that use the library as a study hall because there is no other available space due to over-crowded conditions or a desire for economy.

Returns according to enrollment in schools using
Plans A and B -- The distribution of responses according to

enrollment in schools using the library as a study hall under Plans A and B is shown in Table II, on page 23.

The enrollment in the public high schools which used the library as a study hall under Plan A replied to the questionnaire ranged from 65 to 900 pupils, while the range for the Plan B schools was from 50 to 2,500 pupils. Fifteen per cent of Plan A and twenty-one per cent of the Plan B schools had enrollments of less than 200 students. Plan A had fifty-four per cent and Plan B had forty-five per cent of their schools with an enrollment between 200 and 499. Thirty-one per cent of the Plan A and twenty-seven per cent of the Plan B schools had enrollments between 500 to 999. There were only 5 schools with an enrollment over 1,000 that reported the use of the library-study hall combination, and these were all Plan B schools.

Table II indicates that the Plan A and B schools that use the combination are schools with an enrollment under 500. The fact that eighty-four per cent of the schools responding to this survey use the library as a study hall under Plan B indicates that this by far is the more popular reason for using the combination by the Massachusetts public high schools. It is also to be noted from the results given in Table II that only 13 out of the 80 surveyed schools use the Plan A, that is use the library as a study hall because

TABLE II

NUMBER AND PERCENTAGES OF PLAN A AND B RESPONDENTS
CLASSIFIED BY TOTAL ENROLLMENT

PLAN A				PLAN B	
High School Enrollment	Number of Schools	Per Cent of Schools	High School Enrollment	Number of Schools	Per Cent of Schools
50 - 199	2	15	50 - 199	14	21
200 - 499	7	54	200 - 499	30	45
500 - 999	4	31	500 - 999	18	27
1,000 & over			1,000 & over	5	7
TOTALS	13	100		67	100

of the advantages accruing to the students in acquaintance with the library materials. This finding offers small testimony to the popularity of the plan in the public high schools of Massachusetts.

Number of periods per week that the library is used as a study-hall -- The principals of the Plan A and B schools were asked to state the number of periods per week that their library is used as a study hall. Table III on page 25 calls attention to the findings on the item in the check list.

It is evident from the data tabulated in Table III that this item is not a differentiating factor between the two Plans in their use of the combined library and study hall. Fifty-four per cent of the Plan A and fifty per cent of the responding Plan B schools use the library 21 and more periods during the week. It appears that the constant use of the library as a study hall in the Plan A schools is not detrimental to the success of the combination. On the other hand, the constant use of the library by the Plan B schools, in many instances as much as one hundred per cent of the time, tends to bear out the reason why these schools use the combination -- a need for additional room.

TABLE III

NUMBER AND PERCENTAGES OF PLAN A AND B SCHOOLS ACCORDING TO THE
NUMBER OF PERIODS PER WEEK THAT THE LIBRARY IS USED AS A STUDY HALL

PLAN A				PLAN B		
Number of Periods Per Week	Number of Schools	Per Cent of Schools	Number of Periods Per Week	Number of Schools	Per Cent of Schools	
1 - 10	3	23	1 - 10	24	36	
11 - 20	3	23	11 - 20	6	9	
21 - 30	4	31	21 - 30	23	34	
31 & over	3	23	31 & over	11	16	
			No Response	3	5	
Total Schools Responding to Question				67	100	

Average number of pupils in each library-study hall --

The distribution of responses according to the average number of pupils in each library-study period in the Plan A and B schools is indicated in Table IV on page 27.

Thirty-one per cent of the Plan A schools have from 16 to 30 pupils in each library-study hall, and another thirty-one per cent of them having 46 or more students studying in the library each period. The distribution of the responses in the Plan B schools show that forty-eight per cent of them have from 1 to 30 pupils in each library study period and another forty-seven per cent of them have from 31 to over 46 students in each study hall.

The results of the findings in Table IV do not indicate any wide variation in the number of pupils in each library-study hall in the Plan A and B schools.

School has full or part-time librarian -- The respondents of the Plan A and B schools were asked to state whether or not they have a full or part-time librarian employed in their schools. The results of this item is reported in Table V on page 28.

Sixty-two per cent of the Plan A schools reported that they have a full or part-time librarian in their employ, while the other thirty-eight per cent of the schools reported negatively to this item on the check list. Plan B has

TABLE IV

NUMBER AND PERCENTAGES OF PLAN A AND B SCHOOLS ACCORDING TO
THE AVERAGE NUMBER OF PUPILS IN EACH LIBRARY-STUDY HALL

PLAN A					PLAN B		
Number of pupils in Each Library- Study Hall	Number of Schools	Per Cent of Schools	Number of Pupils in Each Library- Study Hall	Number of Schools	Per Cent of Schools		
1 - 15	2	15	1 - 15	8	12		
16 - 30	4	31	16 - 30	24	36		
31 - 45	3	23	31 - 45	15	22		
46 & over	4	31	46 & over	17	25		
			No Response	3	5		
Total Schools responding to Item	13	100		67	100		

TABLE V

NUMBER AND PERCENTAGES OF PLAN A AND B SCHOOLS
THAT HAVE FULL OR PART-TIME LIBRARIANS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	62	Yes	43	64
No	5	38	No	20	30
No Reply			No Reply	4	6
TOTALS	13	100		67	100

sixty-four percent of its schools employing a full or part-time librarian, while another thirty per cent of the schools do not. Six per cent of the Plan B schools did not reply to this item in the questionnaire.

The fact that 20 of the 63 responding Plan B schools do not have a full or part-time librarian employed in their schools does indicate that this item could be responsible in part for their dislike of the combined library and study hall.

Library personnel, facilities, and limitations --

Part two of the questionnaire was designed in an effort to

discover how many schools had teachers assigned duty during the library-study hall periods and whether or not the librarian had a degree or its equivalency in education and or library science. One question in part two of the check list requested the school to state if they used student library assistants. Another question was inserted to find out if the library had non-book materials, such as magazines, pamphlets, and the like, available for use by the students. The last three questions were asked to ascertain whether or not the use of the library as a study hall had any limitations.

Teachers are assigned duty in the library-study hall -- Having teachers assigned duty in the library-study hall has a tendency to make the work of the librarian easier. The teacher becomes responsible for the discipline of the study hall and the librarian assumes her professional duties. A question relative to the preceding statement was inserted in the questionnaire to find out how many Plan A and B schools assign teachers duty in the library-study hall. The response is given in Table VI on page 30.

An awareness for the need of having teachers assigned duty in the library-study hall was indicated by sixty-two per cent of the schools using Plan A. Sixty per cent of the Plan B schools were also aware of the importance of having

TABLE VI

NUMBER AND PERCENTAGES OF PLAN A AND B SCHOOLS
IN WHICH TEACHERS, IN ADDITION TO THE
LIBRARIAN ARE ASSIGNED DUTY

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	62	Yes	40	60
No	4	30	No	24	35
No Reply	1	8	No Reply	3	5
TOTALS	13	100		67	100

teachers assigned duty in the library-study hall. It is evident from the findings in this table that the use of teachers in the library during study periods is not a differentiating factor between the two planned uses of the combination. Ninety-five per cent of the schools participating in this survey responded to this item in the questionnaire.

Librarian takes the place of teachers -- In attempting to cut costs in school operations some principals have the librarian taking the place of the teacher during the library-study period. The librarian in a situation such as this must take attendance, assign seats, and check discipline

along with her regular professional duties. Table VII below discloses the findings relative to the number and percentage of Plan A and B schools that have the librarian taking the place of the teacher.

Table VII indicates that neither plan as a rule has the librarian taking the place of the teacher. But the major difference here is in the percentage of responses, sixty-two per cent of Plan A schools responded negatively, while only forty-nine per cent of the B schools answered in the negative to this item on the questionnaire. It is also to be noted in this table that twenty per cent of the

TABLE VII

NUMBER AND PERCENTAGE OF SCHOOLS IN WHICH THE LIBRARIAN
TAKES THE PLACE OF THE TEACHER, PLANS A AND B

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	3	23	Yes	20	30
No	8	62	No	33	49
No Reply	2	15	No Reply	14	21
TOTALS	13	100		67	100

schools participating in this survey failed to respond to this item on the check list. This is partly due to the fact that many schools do not have a librarian, or a part-time librarian employed in the school.

Professional background of librarians -- Walker suggested that a way to bring about the success of the library-study hall is to have the combination "administered by professional librarians especially trained in librarianship and education."¹ In relation to the preceding statement, the principals of the schools participating in this research were asked to answer two questions relative to the professional background of the librarian in their schools. Table VIII presents the responses made by the Plan A and B schools to this item on the questionnaire.

A very significant factor to be considered before analyzing the data presented in Table VIII on page 33 is the great number of schools that do not have a full or part-time librarian. In Table V on page 28 it was noted that 25, or thirty-three per cent, of the 76 respondents did not employ a full or part time librarians. With a third of the surveyed schools not having a full or part-time librarian, the item pertaining to the educational background of the librarians, Table VIII, is bound to be influenced.

¹Walker, op. cit., p. 159.

TABLE VIII

PROFESSIONAL BACKGROUND OF THE LIBRARIANS IN THE PLAN A AND B SCHOOLS

PLAN A						PLAN B					
LIBRARIAN HOLDS A DEGREE OR ITS EQUIVALENCY IN EDUCATION						LIBRARIAN HOLDS A DEGREE OR ITS EQUIVALENCY IN LIBRARY SCIENCE					
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	3	22	Yes	33	49	Yes	13	100	Yes	13	19
No	5	39	No	9	14	No	5	100	No	30	45
No Reply	5	39	No Reply	25	37	No Reply	5	100	No Reply	24	36
TOTALS	13	100		67	100	TOTALS	13	100		67	100
LIBRARIAN HOLDS A DEGREE OR ITS EQUIVALENCY IN LIBRARY SCIENCE						LIBRARIAN HOLDS A DEGREE OR ITS EQUIVALENCY IN LIBRARY SCIENCE					
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	1	8	Yes	13	19	Yes	13	100	Yes	13	19
No	8	61	No	30	45	No	30	100	No	30	45
No Reply	4	31	No Reply	24	36	No Reply	24	100	No Reply	24	36
TOTALS	13	100		67	100	TOTALS	13	100		67	100

Twenty-two per cent, or 3, schools using Plan A have librarians who have a degree or its equivalency in education. Librarians or part-time librarians holding a degree or its equivalency in library science is only reported in 1 Plan A schools and 13 schools using Plan B.

Table VIII indicates that the success of the library-study hall in the Plan A schools is not necessarily dependent on the educational background of the librarians. On the other hand, this table does not indicate whether or not the Plan B schools would find the combination a more meaningful part of the school program if they had more qualified librarians.

Non-book materials -- The principals were asked if the library in their schools supplemented textbook knowledge with non-book materials -- such as boys magazines, that is, "Popular Mechanics," and so forth, Table IX on page 35 discloses the findings of this item on the questionnaire.

The finding presented in Table IX does not indicate that the supplementing of textbook knowledge with non-book materials is a differentiating factor between the two planned uses of the library-study hall combination. Sixty-six per cent of the Plan B schools do have supplementary materials for use in the library, while forty-six per cent

TABLE IX

LIBRARY SUPPLEMENTS TEXTBOOK KNOWLEDGE
WITH NON-BOOK MATERIALS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	5	39	Yes	44	66
No	6	46	No	11	16
No Reply	2	15	No Reply	12	18
TOTALS	13	100		67	100

of the Plan A schools do have available non-book materials. It is also evident from Table IX that the negative response made by Plan A to this item does not appear to effect their positive opinion in regards to using the combined library and study hall.

Library has student library assistants -- The use of student library assistants gives the librarian more time to devote to her work with students and teachers. Relative to this statement, a question was inserted in the check list to find out how many Plan A and B school libraries use student assistants in carrying out simple clerical routines

during library-study periods. The findings are presented in Table X.

It is evident from the results recorded in Table X that both plans are aware of the benefits derived by using student library assistants to carry out the simple clerical routines of the library, for seventy-seven per cent of Plan A and seventy-nine per cent of Plan B schools reported the use of student assistants. Again it is to be noted that this item is not a differentiating factor between the two plans in the use of the library-study hall combination. But it

TABLE X

LIBRARY USES STUDENT ASSISTANTS DURING LIBRARY-STUDY PERIODS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	10	77	Yes	53	79
No	2	15	No	9	13
No Reply	1	8	No Reply	5	8
TOTALS	13	100		67	100

could possibly be an asset to the 9 Plan B schools who do not use student assistants in the library.

Availability of the library facilities to students outside the library-study hall period -- The principals were asked to check whether or not pupils from other rooms have access to the library during library-study periods. The number and percentage of Plan A and B schools that responded to this item on the questionnaire is tabulated in Table XI.

Ninety-six per cent of the schools participating in this survey responded to this item on the questionnaire.

TABLE XI

PUPILS FROM OTHER ROOMS HAVE ACCESS TO THE
LIBRARY DURING LIBRARY-STUDY PERIODS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	61	Yes	51	76
No	5	39	No	13	19
No Reply			No Reply	3	5
TOTALS	13	100		67	100

Table XI indicates that there is no noticeable difference of opinion between the two plans in reference to this question. In interpreting this question a difference does exist. Sixty-one per cent of the Plan A schools that permit pupils from other rooms to have access to the library during library-study periods do not appear to find this an inconvenience in the successful operation of the combination. On the other hand, because of the fact that seventy-six per cent of the Plan B schools permit pupils from outside the library-study hall to use the library facilities, indicates that this may be a reason why the combination has not been a success.

Distinction between textbook study and the use of other library materials -- Among the many arguments concerning the use of the library as a study hall is the one pertaining to textbook study and the free use of library materials. Relative to this argument a question was inserted in the check list that asked the principals if there was a distinction made between text-book study and the use of library materials during the library-study period. Table XII on page 39 discloses the findings.

The results of the question tabulated in Table XII show that both Plans A and B answered the item with approximately the same percentage of schools making and not making

TABLE XII

DISTINCTION BETWEEN TEXT-BOOK STUDY AND THE
USE OF LIBRARY MATERIALS DURING
THE LIBRARY-STUDY PERIODS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	6	46	Yes	30	45
No	7	54	No	33	49
No Reply			No Reply	4	6
TOTALS	13	100		67	100

the distinction between text-book study and the use of library materials. Forty-six per cent of the Plan A and forty-five per cent of the Plan B schools make the distinction. Fifty-four per cent of Plan A and forty-nine per cent of Plan B schools do not make the distinction.

Cost of operating the library-study hall combination --

Because of the increased use of library materials resulting from the combination, an item was inserted in the questionnaire to find out if the use of the library as a study hall increased the cost of operation. The results of this question is found in Table XIII on page 40.

TABLE XIII

INCREASE IN COST OF OPERATING THE
LIBRARY-STUDY HALL COMBINATION

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes			Yes	9	13
No	12	92	No	51	76
No Reply	1	8	No Reply	7	11
TOTALS	13	100		67	100

Table XIII discloses the fact that there is no appreciable increase in the cost of operating the library-study hall combination in the Plan A and B schools. Ninety-two per cent of the Plan A and seventy-six per cent of the Plan B schools responded negatively to this item on the questionnaire. In reference to the 9 Plan B schools that reported an increase in cost of operation, this could have resulted from either of the following: (a) the use of the library as a study hall did not evidence the hoped for desire for economy; (b) the use of the combinations in the school necessitated additional expenses in the operation of the library as a study hall.

Conflicts in Philosophy -- The third part of the check list consisting of 18 items, was formulated in an effort to determine to what extent the principals of the Plan A and B schools agreed or disagreed to the arguments put forth by those that favor and those that oppose the use of the library as a study hall.

In the analysis of the data in this section of the research the words "consistent" and "inconsistent" will be used quite often. A plan will be considered consistent when its per cent of responses indicates that the item in question agrees in whole or in part to the reason why that plan uses the library as a study hall. For example, Plan A schools, because of the reason why they use the combination, should respond affirmatively to all statements that appear to be favorable to the use of the library as a study hall. On the other hand, Plan B schools do not necessarily have to respond favorable or unfavorable to any particular argument, unless it is contrary to the expressed reason why they use the combined library and study hall.

A gain in intellectual interests -- One of the primary purposes for using the library as a study hall, state those advocating the combination, is to realize the fact that pupils through regular attendance will gain in intellectual interests. The responses to this item is given in Table XIV on page 42.

TABLE XIV

PUPILS GAIN IN INTELLECTUAL INTERESTS AS A RESULT
OF REGULAR ATTENDANCE IN THE LIBRARY-STUDY PERIODS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	10	77	Yes	34	51
No	1	8	No	23	34
No Reply	2	15	No Reply	10	15
TOTALS	13	100		67	100

The percentage of Plan A schools that responded "Yes" to this item was an overwhelming seventy-seven per cent. Only fifty-one per cent of the Plan B schools agreed that regular attendance in the library study period shows a gain in the intellectual interests. The results indicated in Table XIV is consistent with the reasons why the two plans use the library as a study hall. Plan A, with its purpose to encourage the pupils in using the library materials, see a gain in intellectual interests. Plan B, whose use of the combination is a result of necessity, or a desire for economy, have thirty-four per cent of its schools responding negatively to this item on the

questionnaire. Fifteen per cent of the schools responding to this survey failed to answer this question.

Recognizing the need for additional staff, materials, and facilities -- One of the major drawbacks to the operation of the library-study hall combination is as Walker states, "The fact of the matter is that, to be successful, the combination needs more staff, more materials -- in short, a greater budget for library facilities -- than the separate library!"² The principals were asked to answer a question on the check list relative to the preceding statement. The results of the responses are given in Table XV.

TABLE XV

NEED FOR ADDITIONAL STAFF, MATERIALS, AND
FACILITIES IS RARELY RECOGNIZED

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	61	Yes	39	58
No	4	31	No	22	33
No Reply	1	8	No Reply	6	9
TOTALS	13	100		67	100

²Walker, op. cit., p. 157.

Both plans indicate the necessity for additional staff, materials, and facilities if the library-study hall combination is to be carried on successfully. Sixty-one per cent of Plan A and fifty-eight per cent of the Plan B schools recognize this need. One fact does remain in the tabulation of responses made to the item in Table XVI, and that is that thirty-three per cent of the Plan B schools saw no need for additional staff, materials, and facilities. It is evident then that Plan B schools, in their desire for economy, do not want to incur any additional expenses in the operation of the library as a study hall.

TABLE XVI

A BETTER READING HABIT IS ESTABLISHED AS A
RESULT OF THE LIBRARY-STUDY HALL COMBINATION

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	9	69	Yes	25	37
No	3	23	No	35	52
No Reply	1	8	No Reply	7	11
TOTALS	13	100		67	100

Establishes a better reading habit -- Johnson in his survey of the secondary school library stated, "Pleasure reading, of books, magazines, and newspapers alike, is reported much more often by pupils in schools having library-study halls than in schools with the library and study hall separate."³ In reference to the preceding quote, a question on the check list asked the principals if there was a better reading habit established as the result of using the library as a study hall. Table XVI calls attention to the findings of this item on the questionnaire.

It is evidenced in Table XVI that there is a wide variation in responses made by Plan A and B schools to this item on the questionnaire. Sixty-nine per cent of Plan A schools reported that a better reading habit is established in the library-study hall, while fifty-two per cent of the Plan B schools stated that there is no establishment of better reading habits in the use of the combination. The results of the responses on this item remain somewhat consistent with the reasons why both of these plans use the library as a study hall.

Loss and damage to library materials -- One of the major arguments expressed by the librarians who oppose the

³Johnson, op. cit., p. 41.

use of the combined library and study hall is, "It has too many exits, which permit books to disappear in a mysterious manner."⁴ In attempting to determine the validity of this statement, the principals of the Plan A and B schools were asked to check whether or not there was an increase in damage and loss to library materials as a result of the combination. Table XVII presents the finding on this question.

The percentages of Plan A and B schools reporting that there is no increase in damage and loss to library materials as a result of the combination did not vary significantly. Sixty-two per cent of the Plan A and fifty-three

TABLE XVII

INCREASE IN LOSS AND DAMAGE TO LIBRARY MATERIALS
IN THE LIBRARY-STUDY COMBINATION

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	5	38	Yes	26	39
No	8	62	No	36	53
No Reply			No Reply	5	8
TOTALS	13	100		67	100

⁴Currin, op. cit., pp. 31-32.

per cent of the Plan B schools reported negatively to this item on the check list. A rather interesting analysis remains in view of the fact that thirty-eight per cent of Plan A and thirty-nine per cent of the Plan B schools reported an increase in damage and loss to library materials as a result of using the library as a study hall. It is then evident that the librarians in a good many of the schools were justified in their remarks. Ninety-four per cent of the participants in this survey responded to this item on the questionnaire.

Stimulates lesson preparation -- Many of the educators who advocate the use of the combination claim that having pupils studying in the library tends to stimulate lesson preparation. This statement was evaluated in the survey by asking the schools whether or not lesson preparation was stimulated by the library atmosphere. Table XVIII on page 48 discloses the findings of this item in the questionnaire.

Table XVIII indicates that there is a wide difference of opinion existing between the two plans relative to the use of the library as a study hall in stimulating student lesson preparation. Seventy-seven per cent, or 10, of the Plan A schools stated that the combination does help to stimulate the preparation of lessons. Only thirty per cent

TABLE XVIIILESSON PREPARATION IS STIMULATED IN THE
LIBRARY-STUDY HALL PERIOD

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	10	77	Yes	20	30
No	3	23	No	38	57
No Reply			No Reply	9	13
TOTALS	13	100		67	100

of the Plan B schools agreed with Plan A, while a majority of 38, or fifty-seven per cent, of the B schools responded negatively to this item. Of the 67 Plan B respondents, thirteen per cent of them did not reply to this question in the survey. It is also noted that the results from Table XVIII are consistent in that they tend to substantiate the reasons why both plans use the library-study hall combination.

Formalizes the library and causes discipline problems -- Another major argument offered by the librarians, who oppose the combination, is that using the library as a

study hall formalizes the library aspects and causes discipline problems through required attendance. In attempting to check the validity of this statement, an item pertaining to it was used in the questionnaire. The results of the findings on this question is presented in Table XIX.

The tabulated responses to the item in Table XIX show no particular view as to whether or not the combination formalizes the library and causes discipline problems. It is evident from the thirty-nine per cent of the Plan A and the forty-eight per cent of the Plan B schools that responded in the affirmative to this question that the views of the librarian are not unfounded.

TABLE XIX

LIBRARY-STUDY HALL, FORMALIZES THE LIBRARY
AND CAUSES DISCIPLINE PROBLEMS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	5	39	Yes	32	48
No	6	46	No	28	42
No Reply	2	15	No Reply	7	10
TOTALS	13	100		67	100

Use of the library-study hall combination increases the number of books taken out -- Johnson⁵ in his survey found that of the children having the combined unit, 85.7% made use of library materials for the period measures, while only 41.1% did so in the schools with separate libraries. In relation to this statement the principals of the Plan A and B schools were asked to state if the use of the library as a study hall indicated an increase in the number of books taken out. The following table reports the findings to this item on the check list.

TABLE XX

USE OF THE LIBRARY AS A STUDY HALL INCREASES
THE NUMBER OF BOOKS TAKEN OUT

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	61	Yes	23	34
No	4	31	No	35	52
No Reply	1	8	No Reply	9	14
TOTALS	13	100		67	100

⁵Johnson, op. cit., pp. 40-41.

Sixty-one per cent, or 8, of the 13 Plan A schools stated that the use of the library as a study hall does show an increase in the number of books taken out. On the other hand, fifty-two per cent of the Plan B schools responded negatively to this item on the questionnaire. As a result of the responses in Table XX, this item is consistent with the reasons why A and B schools use the library-study hall combination. There was only an eighty-eight per cent response to this question by the participating schools.

Students are aware of the importance of the library -- The principals participating in the study were asked if the students became aware of the importance of the library in the school as a result of having a study hall there. Table XXI on page 52 shows the number and per cent of the Plan A and B schools according to their response to this question.

The results of this item in the preceding table indicate that Plan A schools, that is eighty-four per cent of them, believe that the students are aware of the importance of the library in the school. Thirty-three per cent of the Plan B schools responded in the affirmative, while the majority, fifty-five per cent of them, answered negatively to the question. Again it is evident from the results of the responses in Table XXI that this item is

TABLE XXISTUDENTS ARE AWARE OF THE IMPORTANCE
OF THE LIBRARY IN THE SCHOOL

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	11	84	Yes	22	33
No	1	8	No	37	55
No Reply	1	8	No Reply	8	12
TOTALS	13	100		67	100

consistent with the underlying reasons why the library is used as a study hall in the Plan A and B schools.

Library is just another room -- Those opposed to the library-study hall combination claim that forcing everyone into the library for a period a day just makes this another room. In reference to this statement the participants in this survey were asked to state whether or not this was so. Table XXII on page 53 presents their responses to this item on the check list.

A majority of seventy-five per cent of the Plan B schools indicated that the use of the combination makes the

TABLE XXII

FORCING EVERYONE INTO THE LIBRARY FOR
STUDY MAKES THIS JUST ANOTHER ROOM

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	4	31	Yes	50	75
No	8	61	No	11	16
No Reply	1	8	No Reply	6	9
TOTALS	13	100		67	100

library just another room. Sixty-one per cent of the Plan A schools do not believe that the library loses its identity because it is being used as a study hall. One fact does not appear to be consistent in the results of Table XXII and that is, thirty-one per cent, or 4 of the 13 Plan A schools responded in the affirmative to this statement in the survey.

Pupils are given equal library opportunities --

Logasa stated, "Perhaps the interest has so long centered in the pupils who of their own accord seek the library that forgotten are the many who should come but who for reasons

TABLE XXIII

THE LIBRARY-STUDY HALL COMBINATION PROVIDES
ALL PUPILS WITH EQUAL LIBRARY OPPORTUNITIES

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	61	Yes	19	28
No	4	31	No	42	63
No Reply	1	8	No Reply	6	9
TOTALS	13	100		67	100

which even they could not assign never do so."⁶ In reference to this statement the principals of the schools participating in this study were asked to state whether or not the library study-hall provided all the pupils in the schools with equal library opportunities. The results of their responses is given in Table XXIII.

Another sharp difference of opinion is indicated in Table XXIII as to whether or not the library-study hall provides all pupils with equal library opportunities. Plan A

⁶Logasa, Hannah, The High School Library, New York: Appleton and Company, 1928, pp. 29-30.

responded affirmatively in sixty-one per cent of its schools. Sixty-three per cent of the Plan B schools reported negatively to this item in the survey. Once again the results of this question are consistent with the reasons why both plans use the library as a study hall.

Library ceases to function as an educational agency -- As was previously stated in this research, the difference of opinion in the use of the library as a study hall hinges upon a matter of interpretation. "The librarian," according to Currin,⁷ "sees the combination with its non-social organization, and its monitorial supervision as all at variance with her idea of a socialized learning laboratory." To evaluate this statement in view of its importance to this study, a question was inserted in the questionnaire asking the principals to state whether or not the use of the combination caused the library to cease to function as an educational agency of the school. The number and per cent of the responses made by the Plan A and B schools are presented in Table XXIV on page 56.

There was a ninety-three per cent response to the question. Plan A with an overwhelming majority of eighty-five per cent of its schools reported that the library does

⁷Currin, op. cit., pp. 31-32.

TABLE XXIV

LIBRARY CEASES TO FUNCTION AS AN
EDUCATIONAL AGENCY OF THE SCHOOLS

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	2	15	Yes	32	48
No	11	85	No	29	43
No Reply			No Reply	6	9
TOTALS	13	100		67	100

not cease to function as an educational agency of the school as a result of the combination. The number and per cent of Plan B respondents indicated no particular view, as forty-eight per cent of them answered in the affirmative and another forty-three per cent responded negatively to this item. It is noted in Table XXIV that 32 of the 61 Plan B school principals that responded to this item reported that the use of the library-study hall combination does result in the library ceasing to function as an educational agency of the school. This fact tends to indicate that the view of the librarian is not wholly unfounded, nor is it merely a prejudiced statement. It is further noted that the result

of the responses made by the Plan A and B schools is consistent with the reason why they use the combined library and study hall.

Helps to eliminate "loafing" -- Pupils who finish their lesson preparation in a study hall or classroom before the end of the period are a real problem. "In the library-study hall," claim the advocates of the combination, "all pupils, no matter what their intellectual status or interests, 'can find themselves' in certain books or 'lose themselves,' for a time at least, in others."⁸ In reference to this statement, the surveyed schools were asked to state whether or not the library-study hall helped to eliminate "loafing" during the study period. Table XXV presents the findings on this item in the check list.

TABLE XXV

LIBRARY-STUDY HALL COMBINATION HELPS TO ELIMINATE 'LOAFING'

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	8	62	Yes	23	34
No	5	38	No	38	57
No Reply			No Reply	6	9
TOTALS	13	100		67	100

⁸Logasa, The Study Hall, op. cit., p. 175.

Only sixty-two per cent of the Plan A schools stated that the use of the combination helps to eliminate 'loafing,' while the other thirty-eight per cent of them did not agree. The fact that only 8 of the 13 Plan A schools responded affirmatively to this question tends to indicate an inconsistency on the part of the principals of the other 5 schools as to the reason why they use the combination. On the other hand, the Plan B schools were consistent in their views toward the library-study hall by having a majority of fifty-seven per cent of the principals stating that the use of the combination does not eliminate 'loafing.'

Interest pursued through unassigned reading -- Many of the proponents of the combination claim that when the students are assigned to study in the library that they are given an opportunity to pursue their own interests through unassigned reading. A question relative to this statement was inserted in the questionnaire. The responses made by the principals of the Plan A and B schools are tabulated in Table XXVI on page 59.

Ninety-five per cent of the schools that participated in this survey responded to this item on the questionnaire. It is evident from the tabulated responses to the questions presented in Table XXVI that there is complete concordance on the part of both plans in affirming that the

TABLE XXVISTUDENTS ARE GIVEN AN OPPORTUNITY TO
PURSUE INTERESTS THROUGH UNASSIGNED READING

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	13	100	Yes	55	82
No			No	8	12
No Reply			No Reply	4	6
TOTALS	13	100		67	100

use of the combination does give the students an opportunity to pursue interests through unassigned reading. One hundred per cent of the Plan A and eighty-four per cent of the Plan B schools reported affirmatively to this item on the check list. The responses made by the principals of the Plan A schools were consistent in this item on the check list.

Separate library seeks to develop initiative --
library-study hall discourages it -- Those opposed to the use of the combined library and study hall claim that in a separate library a pupil attends mainly for two reasons:
 1. To get materials for assigned lessons; 2. to look for recreational reading materials. In the library-study hall,

contend the opponents of the combination, the pupils take no initiative in going to the library for the simple reason that he has to be there. The findings relative to the previous statement are presented in the following table.

The results of the responses made by the Plan A and B schools tend to indicate that the separate library does seek to develop initiative whereas the library-study hall discourages it. Sixty-nine per cent of the Plan B schools responded affirmatively to this item in the survey. Plan A had 6 schools checking "yes" and 5 answering "no," while the other 2 schools failed to reply to the question. Plan B

TABLE XXVII

SEPARATE LIBRARY SEEKS TO DEVELOP INITIATIVE --
LIBRARY-STUDY HALL DISCOURAGES IT

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	6	46	Yes	46	69
No	5	39	No	14	21
No Reply	2	15	No Reply	7	10
TOTALS	13	100		67	100

schools responses were consistent with their reason for using the combination, while Plan A's replies indicated inconsistency.

Supplements the work of the classroom -- Henne, Ersted, and Lohner⁹ state the following as a school library objective: "Work with the teachers in the selection and use of all types of library materials which contribute to the teaching program." In reference to this statement a question was inserted in the check list asking the participating schools to state whether or not the use of the library-study hall helps to supplement the work of the classroom. Table XXVIII below presents the findings to this question.

TABLE XXVIII

LIBRARY-STUDY HALL COMBINATION SUPPLEMENTS
THE WORK OF THE CLASSROOM

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	13	100	Yes	36	54
No			No	21	31
No Reply			No Reply	10	15
TOTALS	13	100		67	100

⁹Henne, F., et. al., "A Planning Guide for the High School Library," American Library Association, Chicago, 1951, p. 3.

Table XXVIII shows that both plans responded favorably to the statement that the use of the library as a study hall helps to supplement the work of the classroom. The fact that one hundred per cent of the Plan A schools replied in the affirmative to this item is further indication of their consistency in the reason why they use the combined library and study hall. Plan B had fifty-four per cent of the schools responding favorably and another thirty-one per cent negatively, while 10 of the 67 schools failed to reply to the item in question.

Library functions lose identity -- Those in opposition to the combination state that since a study hall is for the study of textbooks while a library is for recreational reading and reference work, these functions lose their identity in a library-study hall situation. Table XXIX on page 63 shows the tabulated responses made by the Plan A and B schools in reference to this item in the survey.

Thirty-one per cent of the Plan A and fifty-two per cent of the Plan B schools responded favorably to the item that the library functions lose their identity in a library-study hall situation. On the other hand, sixty-one per cent of the Plan A and thirty-one per cent of the Plan B schools reported negatively to this item. The results of

TABLE XXIX

LIBRARY FUNCTIONS LOSE THEIR IDENTITY IN A
LIBRARY-STUDY HALL SITUATION

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	4	31	Yes	35	52
No	8	61	No	21	31
No Reply	1	8	No Reply	11	17
TOTALS	13	100		67	100

Table XXIX indicate that both plans were consistent in their responses according to the reason why they use the combination. Fifteen per cent of the schools participating in this survey failed to respond to the item in Table XXIX.

Reaches some students who would never use the library -- One of the major arguments put forth by those that favor the use of the combination is that the library-study hall reaches some students in the school who would otherwise never use the library. Fargo¹⁰ states, "If there

¹⁰Fargo, Lucile F., "The Library in the School," American Library Association, Chicago, 1947, p. 405.

is efficacy in the use of books, then all students who pass through high school should acquire the library habit and a lasting love of books and reading." Table XXX below declares the finding of the Plan A and B respondents to this item in the survey.

Ninety-three per cent of the school responding to this survey answered this question on the check list. The results of the responses made by the Plan A and B schools in Table XXX indicate that both plans are aware of the fact that the library-study hall reaches some students who would otherwise never use the library. One hundred per cent of

TABLE XXX

LIBRARY-STUDY HALL REACHES SOME STUDENTS WHO
WOULD OTHERWISE NEVER USE THE LIBRARY

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	13	100	Yes	54	81
No			No	7	10
No Reply			No Reply	6	9
TOTALS	13	100		67	100

the Plan A and eighty-one per cent of the Plan B schools reported in the affirmative to this question. Only ten per cent of the Plan B schools responded negatively to this item, while 6 of the 67 schools failed to make any response at all.

Librarian takes time from her professional duties --

The schools participating in the survey were asked to state whether or not the librarian becomes the study hall supervisor and takes time away from her professional duties as a result of using the library-study hall combination. The results of this question is presented in Table XXXI, below.

Twenty-five per cent of the schools participating in this survey failed to respond to this item on the

TABLE XXXI

THE LIBRARIAN IS THE STUDY HALL SUPERVISOR AND
TAKES TIME AWAY FROM HER PROFESSIONAL DUTIES

PLAN A			PLAN B		
Answer	Number of Schools	Per Cent of Schools	Answer	Number of Schools	Per Cent of Schools
Yes	4	31	Yes	28	42
No	7	54	No	21	31
No Reply	2	15	No Reply	18	27
TOTALS	13	100		67	100

questionnaire. A reason for this may be that 25 of the surveyed schools do not have a full or part-time librarian.

Thirty-one per cent of the Plan A and forty-two per cent of the Plan B schools do not believe that the librarian takes time from her professional duties. Of the schools that responded negatively to this item, fifty-four per cent of them were Plan A and thirty-one per cent Plan B. The results of Table XXXI indicate that both plans were consistent in their responses to the way they use the library as a study hall.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this paper was (1) to indicate, through a comparative method of research, what factors were, or were not common to the use of the library as a study hall in the public high schools of Massachusetts, and (2) to present evidence that supported the contentions, relative to the use of the library-study hall combination, of the principals of the high schools that use the library as a study hall: (a) because they believe that having the pupils scheduled for study in the library encourages them to use the library materials, and (b) because of over-crowded conditions, or a desire for economy.

A three-page check list was sent to 108 Massachusetts public high schools using the library as a study hall. All schools regardless of enrollment were included in the study. Ninety-one per cent, or 88 schools responded to the questionnaire. From the 88 questionnaires, 80 of them were used in this research. The other 8 check lists reported the use of the library for some reason other than that which concerned this study.

Space was provided in the questionnaire for the principals to state their opinions on any of the items in

survey, or on the library-study hall combination in particular. The responses were so meager that any attempt to tabulate them would have been valueless. Of the schools that did respond, the most common statements in reference to the combination were:

1. Avoid using the library as a study hall -- use the cafeteria.
2. Combination causes too many discipline problems.
3. No librarian or part-time librarian.

The most important findings of the study were as follows:

1. Of the number of schools represented by questionnaires replies, only sixteen per cent of them used the library as a study hall because they feel that having the pupils scheduled for study in the library encourages them to use the library materials.
2. Schools with an enrollment under 500 are predominantly the users of the library-study hall combination.
3. The number of periods per week and the average number of pupils in each library-study hall did not significantly vary in the two plans.
4. Eighty-five per cent of Plan A and sixty-seven per cent of Plan B schools have teachers assigned duty in the library-study hall.

5. A majority of sixty-two per cent of the Plan A and 33 out of the 53 Plan B schools do not have the librarian taking the place of the teacher, that is taking attendance and supervising discipline in the library-study hall.

6. Sixty-two per cent of the Plan A and sixty-four per cent of the Plan B schools do have a full or part time librarian in the library-study hall.

7. Forty-nine per cent of the Plan B schools and only 3 of the Plan A schools reported that their librarian holds a degree or its equivalency in education.

8. Only eight per cent of the Plan A and nineteen per cent of the Plan B schools have a librarian that holds a degree or its equivalency in library science.

9. Sixty-one per cent of the Plan B schools supplement their libraries with non-book materials, that is, magazines, newspapers and so forth, while forty-six per cent of the Plan A schools do not.

10. A majority of seventy-seven per cent of Plan A and seventy-nine per cent of Plan B schools indicated that they use student assistants in carrying out simple clerical routines in the library during study periods.

11. Sixty-two per cent of the Plan A and seventy-six per cent of the Plan B schools permitted pupils from other rooms to have access to the library during the library-study periods.

12. There was no definite trend reported by either plan as to whether or not there is a distinction made between textbook study and the use of other library materials.

13. Neither Plan A nor Plan B schools reported that the use of the library as a study hall increases the cost of operation.

14. Seventy-seven per cent of Plan A schools reported that pupils through regular attendance in the library-study hall gain in intellectual interests. Although the majority of the Plan B schools agreed with Plan A on this item, thirty-four per cent of them did not and another fifteen per cent failed to reply to the question.

15. The need for additional staff, materials and facilities in the library-study hall was recognized by 8 of the 13 Plan A schools and 39 out of the 61 Plan B respondents.

16. Seventy-nine per cent of the Plan A schools reported that a better reading habit is established in the library-study hall. Fifty-two per cent of the Plan B schools responded negatively to this item.

17. A majority of 8 Plan A and 36 Plan B schools reported that there was no definite increase in damages, and losses to library materials as a result of using the combination.

18. There was a marked difference of opinion indicated in the item that stated that lesson preparation

is stimulated by the library atmosphere. Seventy-seven per cent of the Plan A schools responded affirmatively, and fifty-seven per cent of the Plan B schools answered in the negative to this statement.

19. Thirty-two of the 67 Plan B schools stated that the library-study hall formalizes the library aspects and causes discipline problems through required attendance. Of the 11 Plan A schools that replied to this item, only 6 of them responded negatively.

20. The use of the library as a study hall has increased the number of books taken out was reported by sixty-one per cent of the Plan A schools, while fifty-two per cent of the Plan B schools replied that this was not so.

21. Eighty-four per cent of the Plan A schools stated that students are aware of the library's importance in the school as a result of using the combination, on the other hand, 37 of the 59 Plan B school respondents to this item replied in the negative.

22. An overwhelming majority of seventy-five per cent of the Plan B schools reported that forcing everyone into the library for a period a day just makes this another class room. Seven of the 11 Plan A schools responded negatively to this statement on the questionnaire.

23. There was a reported difference of opinion on the item that stated that the library-study hall provides all the pupils in the school with equal library opportunities. Sixty-two per cent of the Plan A schools responded affirmatively and sixty-two per cent of the Plan B schools replied negatively.

24. Thirty-two of the 60 Plan B respondents reported that the library ceases to function as an educational agency of the school as a result of using the combination. Seventy-seven per cent of the Plan A schools responded negatively to this question in the survey.

25. Sixty-one per cent of the Plan A schools reported that the library-study hall helps to eliminate "loafing" during the study period, while fifty-seven per cent of the Plan B schools stated that "loafing" is not eliminated in the library as a result of using the combination.

26. One hundred per cent of the Plan A and eighty-two per cent of the Plan B schools reported that students are given an opportunity to pursue interests through unassigned reading in the library-study hall.

27. The separate library seeks to develop initiative, and the library-study hall discourages it was the reported opinion of sixty-eight per cent of the Plan B and forty-six per cent of the Plan A schools.

28. One hundred per cent of the Plan A and fifty-four per cent of the Plan B schools agreed that the library-study hall supplements the work of the classroom and provides for an expansion of reading tastes.

29. There was a marked difference of opinion expressed on the statement that a study hall is for the study of textbooks while a library is for recreational reading and reference work. Sixty-one per cent of the Plan A schools were opposed to this statement while 35 of the 56 Plan B respondents replied in the affirmative.

30. Both plans were in agreement that the library-study hall reaches some students in the school who would otherwise never use the library.

31. Forty-two per cent of Plan B schools stated that the librarian is the study hall supervisor and takes time away from her professional duties. Seven of the 11 Plan A respondents replied negatively to this item on the questionnaire.

CONCLUSIONS

As a result of this research on the library-study hall combination in the public high schools of Massachusetts the following conclusions have been reached:

Nearly one half of the public high schools in the State of Massachusetts use their libraries as study halls. High schools with an enrollment under 500 are more prevalent in the use of the library-study hall combination than the schools with enrollments over 500. The library, in the majority of the surveyed schools, is used as a study hall because of over-crowded conditions, or they desire to use the library as a study hall as a means of economizing in room and personnel.

On the practical aspects of this study the principals of the Plan A and B high schools indicated that there was very little, if any, difference between the number of periods per week that the library was used as a study hall and the average number of pupils in each library-study hall.

The respondents of the surveyed schools indicated that there was little difference in the per cent of schools that have or have not a full or part-time librarian on duty in the library during the study periods.

The Plan A and B schools indicated that it was the common practice to have teachers, in addition to the librarian, assigned duty in the library-study hall.

The principals of the surveyed schools indicated that it was not the practice in their schools to have the librarian taking attendance, assigning seats, and checking discipline problems along with her professional duties during the library-study periods.

There was an indicated difference between the respondents of the Plan A and B schools in reference to the number of librarians that have a degree or its equivalency in education. Plan B schools for the most part have librarians with a degree or its equivalency in education, while the Plan A schools were quite deficient in this respect.

There was no apparent difference in the per cent of Plan A and B schools that have librarians without a degree or its equivalency in library science.

There was a noted difference in the practice of supplementing textbook knowledge with non-book materials in the libraries of the two plans. In the Plan B schools this was the rule, while the Plan A schools indicated no particular preference.

Both plans indicated that it was the practice in

their schools to use student library assistants in carrying out simple clerical routines of the library.

It was the prevailing practice of both plans in making library facilities available to students from other rooms outside the library-study hall periods.

The Plan A and B schools answered with approximately the same percentage of schools making and not making the distinction between textbook study and the use of library materials during the library-study hall periods.

Neither plan indicated that there was an increase in the cost of operating the library as a result of having the library-study hall combination in their schools.

On the theoretical aspects of this study the principals of the Plan A and B schools expressed a difference of opinion relative to the fact that pupils gain in intellectual interests as a result of regular attendance in the library-study periods. The Plan A schools were overwhelming in their positive expression to this item, while the Plan B schools were quite indifferent.

The respondents from both plans agreed that the need for additional staff, materials, and facilities is rarely recognized in the operation of the library-study hall combination.

There was a wide difference of opinion expressed by

the principals of the two plans in reference to the philosophy that a better reading habit is established as a result of the library-study hall combination. The Plan A schools responded affirmatively to this statement, while the Plan B schools answered negatively.

The respondents from both plans agreed that there was an increase in loss and damage to library materials as a result of using the library-study hall combination.

The principals of the two plans differed sharply on the theory that lesson preparation is stimulated in the library-study period. Plan A responded affirmatively, while Plan B answered this item in the negative.

There was no apparent difference of opinion expressed by the respondents of both plans in reference to the item that the library-study hall formalizes the library and causes discipline problems.

There was an expressed disagreement between the two plans on the theory that the use of the library as a study hall increases the number of books taken out. The Plan A schools for the most part replied affirmatively, while the Plan B schools answered negatively.

There was a wide difference of opinion expressed by the respondents of both plans in reference to the item that the students are aware of the importance of the library in

the school as a result of the library-study hall period. The majority of the Plan A schools answered in the affirmative, while Plan B schools for the most part were in opposition to this statement.

Another sharp difference of opinion was evident in the theory that forcing everyone into the library for study makes this just another room. The Plan B schools responded affirmatively, while the Plan A schools did not go along with this philosophy.

The respondents from both plans disagreed on the theory that the library-study hall combination provides all pupils with equal library opportunities. The principals of the Plan A schools responded affirmatively, while the principals of the Plan B schools were for the most part in opposition to this statement.

Both plans indicated a wide difference of opinion in reference to the philosophy that the library ceases to function as an educational agency of the school as a result of the library-study hall combination. Most of the Plan B respondents answered in the affirmative, while Plan A responded negatively to this item.

The principals of the surveyed schools were again in opposition to the theory that the library-study hall combination helps to eliminate loafing. The Plan A schools believed

in this philosophy, while the Plan B schools did not.

There was no significant difference of opinion expressed by the respondents of both plans relative to the fact that students are given an opportunity to pursue interests through unassigned reading as a result of using the library-study combination in their schools. The majority of both plans responded in the affirmative to this statement.

Some divergence of opinion was indicated by both plans relative to the theory that the separate library seeks to develop initiative, while the library-study hall discourages it. The majority of the Plan B schools responded affirmatively, while the Plan A schools indicated no particular preference to the item.

The principals of the Plan A and B schools were inclined to go along with the general philosophy that the library-study hall combination supplements the work of the classroom.

There was a difference of opinion expressed by the respondents of both plans in that the library functions lose their identity in a library-study hall situation. Most of the Plan B schools indicated that this was so, while the Plan A schools for the most part did not go along with this philosophy.

The principals of the Plan A and B schools were in rather close agreement with the theory that the library-study hall reaches some students who would otherwise never use the library materials.

There was a reverse preference found in the item that the librarian is the study hall supervisor and takes time away from her professional duties. The majority of the Plan B principals responded in the affirmative, while most of the Plan A schools answered in the negative to this statement.

In concluding this study on the use of the library-study hall combination in the public high schools of Massachusetts it does seem that the use of the plan has its advantages and disadvantages and that the problems that do exist are not beyond the possibility of ultimate solution.

The decision to use the library as a study hall should not be based solely on the findings of this research. For it must be kept in mind that there is no formula for the successful library-study hall combination as indicated by this study.

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APPENDICES

- A. List of Massachusetts High School
Principals Returning Questionnaires
- B. Cover Letter
- C. Copy of Check List
- D. Follow-up Postal Card

APPENDIX A

List of Massachusetts High School
Principals Returning Questionnaires

Plan A

<u>Principal</u>	<u>High School</u>
Joseph E. Yukins	Athol
Augustine F. Maloney	Blackstone
Walter J. Stokura	Bourne
Angelo F. DeAngelus	Dalton
F. Earl Williams	Gardner
John J. Carey, Jr.	Hopkinton
Albert Lerer	Maynard
Elwood S. Fraser	Northborough
Irwin D. Pottle	Oxford
Edwin Zion	Sandwich
Donald B. Stevens	South Hadley
Lawrence R. McGowan	Twexbury
Henry D. Blake	Woburn

Plan B

Dr. Robert E. Hansen	Abington
Raymond J. Grey	Acton

Plan B (Continued)Principal

Kingsley A. Perry
Paul Congdon
William Pittaway
Donald W. Goodnow
Edward F. Collins
W. H. Smith
Albert F. Hunt, Jr.
Joseph A. Leary
William F. Young, Jr.
James M. Horton
William E. Donovan
Robert S. Ewing
John T. Conrad
John F. Donovan
Cornelius F. Dunn
Edward H. Gillespie
F. F. Lindquist
Edward J. Moran
Howell K. Thayer
William F. Reagan
Chester M. Downing

High School

Amherst
Ashby
Ashland
Auburn
Bellingham
Beverly
Bridgewater
Brighton
Brookline
Burlington
Canton
Charlton
Chelmsford
Concord
Danvers
Dighton
Dover
Dracut
Easthampton
Edgartown
Fairhaven

Plan B (Continued)Principal

Mayo M. Magoon
James Boynton
H. R. Stevens
Frank T. Coughlin
Gordon Thomas
H. J. Fitzpatrick
Frederick Hodge
Francis M. Moran
Augustine J. Lawlor
Rudolph G. Keyes
Joseph J. Gula
H. L. Mushroe
Erol B. Beach
James P. Romeo
William H. McLin
James G. Anderson
Henry P. Clough
Edward Morrow
Urville J. Beaumont
Stephan Beaton
Herbert A. Wheeler

High School

Framingham
Georgetown
Grafton
Great Barrington
Holden
Holyoke
Hyannis
Kingston
Lawrence
Littleton
Ludlow
Mansfield
Marblehead
Marshfield
Medfield
Medway
Mendon
Merrimac
Methuen
Millbury
Mill River

Plan B (Continued)Principal

George C. Marsden
Henry O. Holley
Patrick J. Murnane
Leo Barry
Walter G. Patterson
Ronald J. Darby
Martin D. Leach
Peter C. McConarty
Charles S. Randall
Charles A. Hayden
Lloyd M. Creighton
E. J. Mongan
John E. Lane
Francis J. Kilgrew
Walter E. Scott
P. C. Putnam
Wilks Frigard
E. W. Whitmore
Roland H. Kinder
Walter L. Mirey, Jr.
George C. Kambour

High School

Milton
Monson
Newburyport
Newton
North Adams
Northampton
North Brookfield
North Easton
Norton
Norwood
Pembroke
Plymouth
Rockport
Somerset
Sturbridge
Sudbury
Sutton
Tisbury
Wakefield
Wareham
Warren

Plan B (Continued)Principal

Samuel M. Graves
Bruce E. Bradford
Peter J. Sperandio
Julius H. Mueller
Harold S. Wood
W. K. Hjelm
Isaiah Chase
Wallace L. Whittle
Payson H. Reed
John B. Clerk
Guy B. Staples
Leslie L. Dunham

High School

Wellesley
Westboro
West Bridgewater
Weston
Westport
West Springfield
Westwood
Weymouth
Whitinsville
Williamstown
Winchendon
Winthrop

APPENDIX B

Cover Letter

The Batchelder School
North Reading
Massachusetts

THE LIBRARY-STUDY HALL COMBINATION

Thank you very much for your prompt attention in answering our post card. We at North Reading are considering whether or not to use the library-study hall combination in our new junior and senior high schools and would greatly appreciate the help you can give us in filling in the completed forms. We realize that a variety of opinions exists on the use of the library as a study hall, therefore, your help will greatly aid us in deciding what is best for our schools.

We would appreciate it if you would kindly return the completed forms at your earliest convenience. Enclosed you will find a self-addressed stamped envelope for returning the forms.

Please feel free to comment on any of the items.

APPENDIX C

Copy of Check ListTHE LIBRARY-STUDY HALL COMBINATION

Please fill in the blanks to the right of the following statements or questions.

Number of pupils in the high school ____.

Number of periods per week that library is used as a study hall ____.

Average number of pupils in each library-study hall ____.

How long had library been used as a study hall ____.

Full or part-time librarian. YES ____ NO ____

Please check the appropriate space to the right of the statement or question.

1. Teachers are assigned duty in the library-study hall.
YES ____ NO ____
2. Librarian takes the place of the teacher in the library-study hall, that is taking attendance and supervising discipline. YES ____ NO ____
3. Does the librarian in your school hold a degree or its equivalency in education? YES ____ NO ____; a degree or its equivalency in library science? YES ____ NO ____
4. The librarian uses student assistants in carrying out simple clerical routines in the library during study periods? YES ____ NO ____

THE LIBRARY-STUDY HALL COMBINATION

5. The library supplements textbook knowledge with non-book materials -- such as boys' magazines, i.e., "Popular Mechanics". YES _____ NO _____
6. Pupils from other rooms have access to the library during library-study periods. YES _____ NO _____
7. Is there a distinction made between textbook study and the use of other library materials? YES _____ NO _____
8. Does the use of the library as a study hall increase the cost of operation? YES _____ NO _____

Please encircle either YES or NO, according to your choice, the following statements appearing below. Please feel free to comment on any item.

- A. YES NO The library in your school is used as a library-study hall because you feel that having the pupils scheduled for study in the library encourages them to use the library materials.
- B. YES NO The library in your school is used as a study hall because there is no more available space due to over-crowded conditions, or a desire for economy.
1. YES NO Pupils through regular attendance gain in intellectual interests.
2. YES NO The library-study hall's special need for additional staff, materials and facilities is rarely recognized.
3. YES NO A better reading habit is established in the library-study hall.
4. YES NO A definite increase in damages and losses to library materials as a result of the combination.

THE LIBRARY-STUDY HALL COMBINATION

5. YES NO Lesson preparation is stimulated by the library atmosphere.
6. YES NO The library-study hall formalizes the library aspects and causes discipline problems through required attendance.
7. YES NO The use of the library as a study hall has increased the number of books taken out.
8. YES NO Students are aware of the library's importance in the school.
9. YES NO Forcing everyone into the library for a period a day just makes this another classroom.
10. YES NO The library-study hall provides all the pupils in the school with equal library opportunities.
11. YES NO Library ceases to function as an educational agency of the school.
12. YES NO The library-study hall helps to eliminate "loafing" during the study period.
13. YES NO Students are given an opportunity to pursue interests through unassigned reading in the library-study hall.
14. YES NO The separate library seeks to develop initiative, and the library-study hall discourages it.
15. YES NO The library-study hall supplements the work of the classroom and provides for an expansion of reading tastes.
16. YES NO Since a study hall is for the study of textbooks while a library is for recreational reading and reference work, these functions lose their identity in a library-study hall situation.
17. YES NO The library-study hall reaches some students in the school who would otherwise never use the library.

THE LIBRARY-STUDY HALL COMBINATION

18. YES NO The librarian is the study hall supervisor
and takes time away from her professional
duties.

MAY YOUR NAME AND THAT OF YOUR INSTITUTION BE MENTIONED
SPECIFICALLY IN CONNECTION WITH THE DATA YOU HAVE MENTIONED?
YES NO

DO YOU DESIRE A SUMMARY OF THE FINDINGS OF THIS STUDY?
YES NO

Please return the completed form to:

Mr. Robert J. Curran
L. D. Batchelder School
North Reading, Massachusetts

ANY REMARKS YOU WISH TO MAKE CONCERNING THIS PROBLEM WILL
BE WELCOME. PLEASE PLACE THEM ON THE REVERSE SIDE OF THIS
PAGE.

Thank you for your considerate cooperation.

APPENDIX D

Follow-up Postal Card

June 9, 1955

Dear Principal:

Somewhere on that busy desk of yours is a questionnaire pertaining to the library-study hall combination. As your reply is necessary to make the survey more meaningful, would you kindly return the completed form at your earliest convenience.

If you need another copy of the questionnaire in order to make your reply, I shall be glad to send one upon request.

Very truly yours,

Robert J. Curran

APPROVAL SHEET

PROBLEM COMMITTEE

Date
